
RECOVERY CURRICULUM STRATEGY STATEMENT 2021-2022

NAS Church Lawton School

School Overview

Detail	Data
School name	NAS Church Lawton School
Pupils in school (NOR)	Sept 2021 - 64 July 2022 - 70
Proportion of disadvantaged pupils	33%
Recovery curriculum allocation 2021-2022 from school reserves to ensure a robust programme of recovery for all pupils following the COVID-19 pandemic	£ 100,000
Academic year covered by statement	2021-2022

Teaching Priorities for Current Academic Year

Measure	Planned Resource Allocation
To ensure high quality teaching for all focussing on core subjects to address gaps in learning identified through base-line assessment and progress tracking.	
Priority 1	<ul style="list-style-type: none"> ▪ Additional teacher for Secondary English for 4 days per week. Allowing the creation of extra timetabled teaching groups across the whole week ensuring groups remain small, appropriate to ability and teaching pathway and focus on individual needs.
Priority 2	<ul style="list-style-type: none"> ▪ Teacher for additional 1 day per week to work across the school supporting reading recovery and well-being using the therapy dog.
How these priorities address barriers to learning	<ul style="list-style-type: none"> ▪ Teaching groups currently cover a range of ages and levels. ▪ Some groups have students working towards different exam pathways, entry level and GCSE. ▪ Splitting the groups allows focussed precision teaching allowing the individual gaps in learning to be addressed. ▪ Ability to provide 1:1 interventions, assessments or direct support in lessons from learning mentors. ▪ Prevents less resilient learners falling further behind
Projected Expenditure	Priority 1 £20,900 <i>(Existing learning mentor (QTS) working as teacher – temporary for 12 months. Learning mentor position backfilled with agency staff)</i> Priority 2 £8,090 <i>(Teacher increase from 0.6 FTE to 0.8 FTE)</i>
Actual Expenditure	£26,978

Targeted Academic Support for Current Academic Year

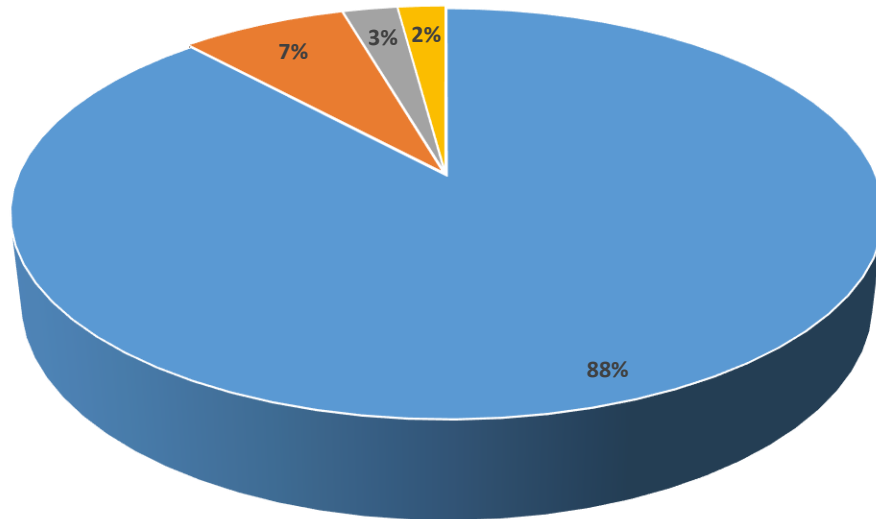
Measure	Planned Resource Allocation
Priority 1	<ul style="list-style-type: none"> ▪ Additional Secondary Learning Mentors support to allow identified students access to 1:1 support in lessons, gaining maximum impact from the quality first teaching 2 x 5 days a week. ▪ Additional Middle School Learning Mentor to allow identified students access to 1:1 support in lessons, gaining maximum impact from the quality first teaching 1 X 5 days a week. ▪ Primary Learning Mentor to support speech and language interventions alongside the SaLT 3 days a week. ▪ Purchase of whole school digital solution assessment package (GL Assessment) to be used from September 2022
How this priority addresses barriers to learning	<ul style="list-style-type: none"> ▪ Ensure all students have full access and are engaged with quality first teaching in lessons. ▪ Capacity to provide 1:1 targeted interventions, assessments or direct support in lessons.
Projected Expenditure	£69,255 3 x full time agency learning mentors (38 weeks) 1 x part-time (FTE 0.6) learning mentor (38 weeks)
Actual Expenditure	£54,195

Wider Strategies for Current Academic Year

Measure	Planned Resource Allocation
Priority 1	<ul style="list-style-type: none"> ▪ Boxing sessions with two sports coaches. 2 x 45-minute group sessions for Secondary and Middle School students.
How these priorities address barriers to learning	<ul style="list-style-type: none"> ▪ Therapy led by our Assistant Psychologist to promote pupils mental well-being. Ultimately building resilience and supporting the progress in their learning.
Projected Expenditure	£1,755 (£65 per week. 27 weeks)
Actual Expenditure	£1,740

Total Actual Expenditure: £82,913

Additional Recovery Curriculum Expenditure 2021-22 (School Contribution)



- Intervention
- Therapy Dog Additional Support
- Whole School Digital solution assessment package
- Boxing Therapy

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Consistency of teaching between the two English teachers. Lessons need to follow a sequence of learning and lead towards pupils' individual targets and examination expectations.</p> <p>Ensure pupils requiring reading recovery are identified.</p> <p>Ensuring pupils are comfortable working with the therapy dog.</p>	<p>Allow collaborative working between the two English teachers. Time to meet together during non-teaching time to plan, assess and moderate pupils work ensuring a consistent approach.</p> <p>Pupils who would benefit from this therapy will be identified by the English teachers, form teachers or MAS team. They will complete a referral form.</p> <p>Pupils will be provided with a social story to have visual support and explanation as to how the therapy dog will be working. Sessions will be held in a quiet place with the support of fully trained staff. Progress will be monitored by the therapy dog teacher.</p>
Targeted support	<p>Ensuring the content of 1:1/small group tuition/intervention is linked to classroom teaching and consistency in delivery.</p>	<p>Tuition/intervention timetabled over a sustained period of time to ensure consistency. Effective feedback structures and monitoring of impact through pupil progress meetings with class teachers and those providing the interventions.</p> <p>Ensuring continued focus on health and mental well-being of students through robust behaviour, safeguarding and mental-health procedures.</p>
Wider strategies	<p>Ensure pupils requiring boxing therapy are identified.</p>	<p>Pupils who would benefit from this therapy will be identified by the assistant psychologist. They will organise the groups and sessions and liaise with form teachers and subject teachers to timetable the sessions.</p>

<p>Year-end Impact Statement</p>	<p>Our first identified priority was that of pupil progress in English in reading and writing across the school. We successfully implemented an additional teacher for Secondary English for 4 days per week, allowing the creation of extra timetabled teaching groups across the whole week ensuring groups remained small, appropriate to ability and teaching pathway and focus on individual needs. In our middle school and primary departments, quality first teaching was enhanced by additional learning mentor support in core lessons, providing 1:1 support and specific intervention strategies.</p> <p>Individual pupils, identified by the multi-agency support team therapists, were able to benefit from reading interventions with the therapy dog. Teachers reported reduced anxiety levels from the pupils and a willingness and motivation to participate in reading activities. Other pupils benefitted from boxing therapy. Staff were able to recognise reduced levels of anxiety from the pupils and an increase in confidence and self-esteem. Pupils were able to understand how this therapy provided self-regulation of emotions and could access further self-led sessions supervised by staff at other times in the week. The positive impact, following these therapies, was improvements to pupil's attitudes to learning. They felt more able to access lessons with lower levels of anxiety.</p> <p>The impact of these strategies and interventions can be measured using the pupil progress data. Church Lawton School aims for a benchmark of at least 75% of pupils will have made on track or exceeding progress. At the end of the academic year, we had surpassed this aim and succeeded in 90% of pupils achieving on track or exceeding progress in both reading and writing. In reading, 70% of those pupils had made exceeding progress and in writing, 50% had made exceeding progress ensuring that they are closing the gap or exceeding age expected goals.</p> <p>Pupil progress will continue to be closely monitored and tracked. As we move into the next academic year we will be utilising the whole school digital solution assessment package (GL Assessment) which has been purchased and trialled and will be fully implemented from September 2022.</p>
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